January - Lesson Plan Grades 2-3

MY PYRAMID



Objectives

Practice sorting foods into the appropriate food groups.

Learn where to find foods from each food group in the lunch line.

Supplies Needed

January
Pick a **better** snack™ &
ACT bingo Card

MyPyramid for Kids Poster

Measuring Cup

MyPyramid Go Fish Cards

Note to teachers

In the fall lessons, Pick a **better** snack the Color Way was the key message. For the months of December through February the focus will be on Pick a **better** snack™ & **ACT** for the fruit, vegetable, and physical activity lessons. In addition there will be one lesson each month on MyPyramid for Kids. This lesson will allow children to explore the new colorful kid's pyramid that was released in the fall of 2005.

USDA's Team Nutrition created classroom lessons to help children explore MyPyramid for Kids. They are available on the web at www.mypyramid.gov/kids. A classroom kit to accompany the lessons can be ordered. The MyPyramid lessons are to be used in the following order:

Level 1 Lessons (grades 1 and 2)

Introduction

Lesson 1 (use in December)

Lesson 2 (use in January)

Lesson 3 (use in February)

Level 2 Lessons (grades 3 and 4)

Introduction

Lesson 1 (use in December)

Lesson 2 (use in January)

Lesson 3 (use in February)

Level 3 Lessons (grades 5 and 6)

Introduction

Lesson 1 (use in December)

Lesson 2 (use in January)

Lesson 3 (use in February)

Each lesson provides curriculum connections and descriptions of student skills. There are lunchroom links, suggestions for home connections and ready-to-print activity sheets.

Teachers can tour the adult version of MyPyramid. www.mypyramid.gov.

Background

Have students look at the *MyPyramid for Kids* poster. Point out that *MyPyramid for Kids* tells how much of each food group to eat; *MyPyramid for Kids* gives the amounts for each



day in ounces and cups. Grains and meats are weighed in ounces. For example, a piece of bread is 1 ounce, so is a cup of ready-to-eat breakfast cereal or one small tortilla. A small chicken breast half is 3 ounces. Vegetable, fruit, and milk amounts are given in cups. For example, one small apple, about 12 baby carrots, and an 8-ounce glass of milk count as 1 cup equivalent.

You may want to help students understand what 1 cup of vegetables or fruit looks like. Put food in a measuring cup; then pour out onto a paper plate. Ask students to estimate how many fruits and vegetables they eat in a typical day. Point out that most students their age should eat more foods from these food groups. They are high in nutrients.

Cover the following points when reviewing MyPyramid with the students:

Grains – Point out foods students might not think of as grains –oatmeal, corn meal, or rice and popcorn.

Vegetables – Do your students eat fresh vegetables? Frozen? Canned? Dark green and orange vegetables are especially important. (Examples include spinach, broccoli, carrots, and sweet potatoes.) Ask students to name dark green and orange vegetables they'd like to try.

Fruits – Explain that fruit can be fresh, canned, frozen, or dried. Ask children about their favorite fruits. What type or form do they eat?

Milk – Ask students to name some foods in the milk group (milk, cheese, yogurt, ice cream). Where does milk come from? Do they drink milk every day? For children who are lactose intolerant, there are lactose-free products.

Meat and Beans – Ask students to name foods from the meat and beans group (meat, fish, chicken, turkey, eggs, dry beans, and peas, nuts, and seeds). Do they eat beans at home for dinner? How many have tried baked beans? A bean taco?

Web Site Resources

www.idph.state.ia.us/pickabettersnack www.fruitsandveggiesmorematters.org www.mypyramid.gov/kids/index.html www.teamnutrition.usda.gov/resources/go-fish_color.pdf







Do the Activity: My Pyramid Go Fish

can be downloaded from http://teamnutrition.usda.gov/

resources/go-fish_color.pdf

(A black and white version is also

This activity will give students additional practice in sorting foods into groups. Or, you may download them from http://teamnutrition.usda.gov/resources/go-fish_color.pdf

Pyramid Go Fish Cards and game instructions are available from BASICS project director, or

Put students into groups of four. Distribute 30 cards to each group.

Now play Pyramid Go Fish. The dealer deals out four cards to each student, and places the rest in the middle. The first student (let's call him Michael) asks the student sitting to his left, "Kayla, do you have a fruit?" If Kayla has a fruit she says, "Yes, I do," and

hands her card to Michael, who then places his pair of

cards on the table. Michael is then able to ask the next

If Kayla doesn't have a fruit, she replies, "No I don't have a fruit. Go fish," and Michael can take a card from the pile in the middle. It is then Kayla's turn to ask the student on her left for a card. The students continue to ask questions and find cards until all the pairs are found. The student with the most pairs wins.

Or, instead of declaring a "winner", a MyPyramid Poster could be downloaded. As students get a pair, they could place it in the appropriate food category on the Pyramid.

Talk It Over:

available.)

What are some of your favorite foods?

Are they on the MyPyramid Poster?

student a question.

What group are they in? (Because there are so many foods we cannot put a picture of all of them on the pyramid. If a youth says a food that is not on the pyramid ask if they know which food group it is in. Many foods are combination foods; these are foods that are made up of a variety of things, such as pizza. For pizza, the cheese is in the milk group, the sauce in the vegetable group, meat toppings in the meat group, vegetable toppings in the vegetable group, etc.)

Apply:

Plan a visit to the cafeteria. Ask the staff to show students where to find foods from each food group on the serving line. (Perhaps the foodservice staff could put the appropriate color dot sticker by the food on the serving line, i.e., green =







vegetable, red = fruit, etc.)

Distribute January Pick a **better** snackTM & **ACT** bingo cards. Review with the students that when they eat one of these foods, or do one of the activities in the pictures, they can put an "X" through it.

On the back of the Pick a **better** snack[™] & **ACT** bingo card for each month, there is information for the parents and grandparents of the students. Have the students take the bingo card home and have their family pick out a snack idea to try.







Extended Activities



Art, Music & PE Read <u>Today is Monday</u> by Eric Carle, Philomel Books, 1993. Sing the song at the end of the book. Ask "What food groups do the foods belong?" *String beans-vegetables, spaghetti-grains, soup-vegetables, roast beef-meat & beans, fish-meat & beans, chicken-meat & beans, ice cream-milk* Ask "Which food group is missing?" *Fruits*



Language Arts & Reading

Read <u>Bread and Jam for Frances</u> by Russell Hoban, Harper and Row, 1964. (Team Nutrition, Pre-K & K, 1997)



Math

Place orange, green, red, blue, and purple pieces of construction paper labeled with the appropriate food group headings at a learning center. Carefully select 5-8 paper food models (perhaps from the National Dairy Council) for each food group. Write the color of the appropriate food group on the back of each food model so that the activity is self checking. Suggestions for some of the vegetables are carrots, pumpkins, sweet potato, broccoli, peppers, and cucumbers as these were introduced in October-January. Suggestions for some of the fruits are grapes, apples, cranberries, pears, kiwi, tangerines, grapefruit, mangos, and oranges since these were introduced in October-January as well.



Science & Health

Place a copy of MyPyramid in a learning center for the students to investigate further at school.



Social Studies

Encourage the students to take their MyPyramid sheet to the grocery store to locate foods that would fit in each food group.



January - Lesson Plan Grades 2-3

PHYSICAL ACTIVITY



Objectives

Know the mental health benefits of being physically active.

Supplies Needed

January
Pick a **better** snack™ & **ACT**bingo card

Background

Physical activity produces overall physical, psychological and social benefits. Physical activity helps control weight, reduce blood pressure, raise good (HDL) cholesterol, reduce the risk of diabetes and some kinds of cancer and improve mental well-being, including gaining more self-confidence and higher self-esteem.

Physical activity is one of the best ways to decrease stress. When we are physically active, stress is relieved by the release of endorphins. Endorphins are thought to relieve stress and pain naturally, giving one a happy and invigorating feeling. Muscle tension tends to be reduced after a good exercise session and this can promote a feeling of relaxation and calmness. With less stress, many individuals will begin to feel more energized and alive.

Physical activity may enhance body image perception and self-confidence. Being active makes people feel good and when people feel good, their moods seem to elevate. Many studies show that people who are regularly active have a more positive outlook and are happier overall in compared to the inactive population.

Regular physical activity has been shown to greatly diminish and in some cases prevent the symptoms of depression. The exact physiological reason is unknown, but scientists believe that enhancing body image, elevating moods and improving one's health and physical appearance can help boost self-confidence and create a feeling of success, therefore decreasing depression symptoms.

Stress and fatigue negatively affect concentration, comprehension and memory. Since physical activity is a great way to take away stress and increase energy levels, a regular routine will improve mental alertness and overall mental health.

One of the best psychological benefits of physical activity is just feeling energized. One could argue that this is a physical benefit of physical activity; however the psychological benefits greatly contribute to this overall feeling. The

January Activity – Grade 2-3 PHYSICAL ACTIVITY



combination of increased self-confidence, decreased stress, better moods, less depression and increased mental health in addition to all of the physical benefits should make anyone feel great!

Web Site Resources

www.idph.state.ia.us/pickabettersnack www.mypyramid.gov

Do the Activity:

Have the students stand by their desks as they perform the Hokey Pokey and sing-a-long. Ask students periodically how they are feeling being physically active.

Hokey Pokey Aerobics

Put your right foot in (lunge forward on the right leg)
Put your right foot out (return to standing position)
Put your right foot in and shake it all about (lunge forward on right leg and lightly bounce up and down in lunge position)
Do the Hokey Pokey and turn yourself about (do jumping jacks while turning in a circle)
Repeat above but do the opposite for the left leg

Put your right arm in (extend arm at the elbow)
Put your right arm out (flex arm at the elbow)
Put your right arm in and shake it all about (do bicep curls)
Do the Hokey Pokey and turn yourself about (do vertical jumps while turning in a circle)
Do the opposite for the left arm

Put your right elbow in (elbow flexed, forearm parallel to the ground, flex shoulder away from body)
Put your right elbow out (elbow flexed, forearm parallel to the

ground, extend shoulder back towards body)

Put your right elbow in and shake it all about (arm in same position, flex and extend shoulder)

Do the Hokey Pokey and turn yourself around (hop on your right foot turning in a circle)

Do the opposite for the left elbow

Put your head in (slowly touch chin to chest)

Put your head out (slowly move it back to starting position) Put your head in and shake it all about (slowly move head side to side)

Do the Hokey Pokey and turn yourself around (jog in place while turning in a circle)





January Activity – Grade 2-3 PHYSICAL ACTIVITY



Put your right hip in (side jump in)

Put your right hip out (side jump out)

Put your right hip in and shake it all about (jump side to side) Do the Hokey Pokey and turn yourself around (march in place while turning in a circle)

Do the opposite for the left hip

Put your whole self in (forward jump in)

Put your whole self out (backwards jump out)

Put your whole self in and shake it all about (jump in and out) Do the Hokey Pokey and turn yourself around (do leg squats)

Put your backside in (backwards jump in) backwards

Put your backside out (backward jump out)

Put your backside in and shake it all about (jump in and out) Do the Hokey Pokey and turn yourself around (do pushups)

Do the Hokey Pokey, ending-can do regular ending or have students pick their favorite exercise. End with a partner high five!

Let the students "invent" some new moves and teach them to the class.

Talk It Over:

What are some of the physical activities we just did? (running, jumping, bending)

What other physical activities have you done today? (rode my bike to school, carried the garbage out, walked to the bus)

Why is it important to be physically active?

How do you feel when you don't get to be active? (tired, like I can't sit still, etc.)

What other feelings do you experience while being active?

What other activities could you do that make you feel better or that you have fun doing?

Apply:

What are some other ways you can be active? walk to school rather than ride in a car, play outside after school, move more at recess, ride your bike to a friends house





January Activity – Grade 2-3 PHYSICAL ACTIVITY



Are there some things you could do with your family to encourage everyone to be more active? go on family walks, play outside together, go roller skating or bowling together

What are the activities on the January bingo card?

- Dance
- Play
- Shoot hoops
- March
- Climb
- Run
- Sled
- Kick
- Walk
- Bowl

Discuss the activities with the students. Are there any activities that may be more challenging than others? What are some simple solutions for this? **Remind students to be creative with the bingo card.** For example, if they do not have access to a formal bowling ball and alley, create their own "bowling" game using cups or stuffed animals and any ball.



